DOCUMENT RESUME

ED 367 754 UD 029 775

AUTHOR Clarke, Candice
TITLE Project Familia. Final Evaluation Report, 1992-93. OREA Report.
INSTITUTION New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE 93
CONTRACT T003J20038-92A
NOTE 35p.
AVAILABLE FROM Office of Research, Evaluation, and Assessment, New York City Board of Education, 110 Livingston Street, Room 732, Brooklyn, NY 11201.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Academic Achievement; Elementary Secondary Education; English (Second Language); Language Enrichment; *Limited English Speaking; *Parent Education; Parent Participation; Physical Development; Poverty Areas; Program Evaluation; *Spanish Speaking; *Special Education; Special Needs Students; Staff Development; *Urban Schools
IDENTIFIERS Elementary Secondary Education Act Title VII; New York City Board of Education; *Project Familia NY; Subject Content Knowledge

ABSTRACT

Project Familia was an Elementary and Secondary Education Act Title VII funded project that, in the year covered by this evaluation, served 41 special education students of limited English proficiency (LEP) from 5 schools, with the participation of 54 parents and 33 siblings. Participating students received English language enrichment and instruction in content area subjects. The project provided social and emotional support and activities for physical development in accordance with the objectives set out in each student's individualized education plan. Participating adults received information on special education services, the needs of special education students, and ways in which to assist their children, as well as instruction in English. The project met its objectives for content areas, English language enrichment, staff development, parent information and training, and parent involvement in school activities and governance. The project did not meet its objectives for improvement on the Language Assessment Battery and was not able to evaluate objectives for parent reading, writing, and oral English because of the brief time period allotted for these activities. Three tables present evaluation findings. Three appendixes contain program materials, a schedule, and the parent questionnaire. (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 367 754

OREA Report

Project Familia
Family English Literacy Grant T003J20038-92A
FINAL EVALUATION REPORT
1992-93

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☑ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY"
Robert Tobias
NYC Public Schools
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CD029775

BEST COPY AVAILABLE

UD

Project Familia
Family English Literacy Grant T003J20038-92A
FINAL EVALUATION REPORT
1992-93

Ms. Nancy Villarréal de Adler
Project Director
110 Livingston Street
Room 428
Brooklyn, New York 11201
(718) 935-3182

NEW YORK CITY BOARD OF EDUCATION

Carol A. Gresser
President

Irene H. Impellizzeri
Vice President

Victor Gotbaum
Michael J. Petrides
Luis O. Reyes
Ninfa Segarra-Vélez
Dennis M. Walcott
Members

Andrea Schlesinger
Student Advisory Member

Ramon C. Cortines
Chancellor

9/13/93

It is the policy of the New York City Board of Education not to discriminate on the basis of race, color, creed, religion, national origin, age, handicapping condition, marital status, sexual orientation, or sex in its educational programs, activities, and employment policies, and to maintain an environment free of sexual harassment, as required by law. Inquiries regarding compliance with appropriate laws may be directed to Mercedes A. Nesfield, Director, Office of Equal Opportunity, 110 Livingston Street, Room 601, Brooklyn, New York 11201, Telephone: (718) 935-3320.

BEST COPY AVAILABLE

EXECUTIVE SUMMARY

Project Familia was an Elementary and Secondary Education Act (E.S.E.A.) Title VII-funded project in its first year of operation. Project sites were P.S. 91 in Community School District (C.S.D.) 10 in the Bronx, P.S. 156 in C.S.D. 7 the Bronx, and P.S. 112 in C.S.D. 4 Manhattan; students from P.S. 102M and 206M attended the program at P.S. 112. In the year under review, Project Familia served a total of 41 students of limited English proficiency (LEP) identified as Modified Instructional System (MIS) I, II, IV, or V whose home language was Spanish. The project also served 54 of their parents and 33 siblings.

Participating students received English language enrichment and instruction in content area subjects. The project provided social and emotional support and activities for physical development in accordance with the objectives set out in each student's individualized education plan (I.E.P.).

Participating adults received information on special education services, the specific needs of special education students, and ways in which to assist their children at home. Additionally, adult participants received comprehensive instruction in English as a second language (E.S.L.). Participating parents and siblings also benefited from educational field trips, workshops, and cultural activities.

Teachers of participating students had the opportunity to attend monthly staff development meetings and were also encouraged to attend parent workshops.

Project Familia met its objectives for the content areas, English language enrichment, staff development, parent information, parent training, parental involvement in school activities, parental attendance at the I.E.P. meeting, and parental involvement in school governance. The project failed to meet its objective for gains on the Language Assessment Battery. OREA was unable to evaluate the objectives for parent's reading, writing, and oral E.S.L. because the project served parents for only three months and pre-/posttesting was not feasible in that short a time frame.

ACKNOWLEDGEMENTS

This report has been prepared by the Bilingual, Multicultural, and Early Childhood Evaluation Unit of the Office of Research, Evaluation and Assessment.

Thanks are due to Ms. Candice Clarke for collecting the data and writing the report.

Additional copies of this report are available from:

Dr. Tomi Deutsch Berney
Office of Research, Evaluation, and Assessment
Board of Education of the City of New York
110 Livingston Street, Room 732
Brooklyn, NY 11201
(718) 935-3790 FAX (718) 935-5490

TABLE OF CONTENTS

		PAGE
I.	INTRODUCTION	1
	Project Context	1
	Student Characteristics	2
	Project Objectives	4
	Project Implementation	5
	Parent and Community Involvement Activities	9
II.	EVALUATION METHODOLOGY	10
	Evaluation Design	10
	Instruments of Measurement	11
	Data Collection and Analysis	12
III.	FINDINGS	13
	Participants' Educational Progress	13
	Overall Educational Progress Achieved Through Project	16
	Staff Development Outcomes	17
	Parental Involvement Outcomes	18
	Case History	22
IV.	SUMMARY AND CONCLUSIONS	23
	Achievement of Objectives	23
	Most and Least Effective Components	23
	Conclusions	23
APPENDIX A	Program Materials	24
APPENDIX B	Schedule of Instruction	25
APPENDIX C	Likert Scales	26

LIST OF TABLES

		PAGE
TABLE 1	Number of Students in Project Familia by Grade Level	3
TABLE 2	Project Staff Qualifications	7
TABLE 3	Pretest/Posttest N.C.E. Differences on the Language Assessment Battery by Grade	15

I. INTRODUCTION

This report documents the Office of Research, Evaluation, and Assessment's (OREA's) evaluation of the Elementary and Secondary Education Act (E.S.E.A.) Title VII-funded family literacy program, Project Familia.

PROJECT CONTEXT

The project operated in Manhattan at P.S. 112 in Community School District (C.S.D.) 4 and in the Bronx at P.S. 91 in C.S.D. 10 and at P.S. 156 in C.S.D. 7. Students at P.S. 102M and P.S. 206M attended the after-school program at P.S. 112.

The student population in all three districts was predominantly Latino and African-American, with a small proportion of Asian- and European-American students. Most students came from low-income families, as indicated by their eligibility for the free-lunch program.

Composition of the student body at P.S. 112 in C.S.D. 4 was roughly similar to that of the district. Of 624 students, 56 percent were Latino, 41 percent were African-American, and 3 percent were European-American, Asian-American, or Native American. Over eleven percent (72) of these students were of limited English proficiency (LEP). Eighty-five percent of students were eligible for the free-lunch program, an indication of low income. At P.S. 91 in C.S.D. 10, the student population also reflected the diversity of the surrounding community. Of the total enrollment of 1,063 students, 69 percent were Latino, 27 percent were African-American, 5 percent were Asian-American, and less than 1 percent were European-American or Native-American. (Total is over 100 percent because of rounding.) Thirty-two percent (343) of these students were LEP. Ninety-six percent of the students were eligible for the

free-lunch program. The student population of 778 at P.S. 156 was 51 percent Latino, 48 percent African-American, and two percent European-American or Asian-American. Over 17 percent (139) of these students were LEP. Ninety-six percent of the students were eligible for the free-lunch program.

P.S. 112 was housed in an older, well-kept building that had undergone interior renovation. Hallways were quiet and bright, and walls were decorated with students' work. Classrooms were spacious and well-lit and displayed individual and group art projects as well as photographs of students engaged in school activities. P.S. 91 was also housed in an older building. Hallways were well-kept, and walls were covered with displays of student art and written work as well as teacher-prepared displays. Classrooms posted students' work. P.S. 156 in the Bronx was also in an older building. The well-kept exterior was complemented by clean, quiet, bright, and colorful hallways, with seasonal displays as well as students' art in evidence throughout the building. Classrooms were in good condition, and walls were decorated with students' work as well as teacher-prepared displays.

STUDENT CHARACTERISTICS

Project Familia served a total of 41 Spanish-speaking MIS I, II, IV, or V students of limited English proficiency (LEP) in kindergarten through second grade (see Table 1). Male students numbered 23 (56.1 percent), and female students numbered 18 (43.9 percent).

The majority--23, or 56.1 percent--of the participants were born in the continental United States; seven (17.1 percent) came from the Dominican Republic, seven (17.1 percent) came from Mexico, and four (9.8 percent) came from Puerto Rico. All project participants came from low-income families and were eligible for the free-lunch program.

TABLE 1

Number of Students in Project Familia by Grade Level

	Grade Level					
Site	K	1	2	3	4	Total
P.S. 91	4	4	1	1		10
P.S. 102*				1		1
P.S. 112	5	4	6			15
P.S. 156		1	1	5	3	10
P.S. 206*		1	1	2	1	5

*Students attended the after-school program at P.S. 112.

Needs Assessment

Prior to the start of programming, the staff of Project Familia conducted an exhaustive needs assessment of the targeted students, their families, and the educational staff who were to serve them. The data obtained from this assessment indicated the following primary needs: (1) to provide bilingual special education students with a comprehensive range of language enrichment activities according to individual needs, with the aim of enhancing the development of students'

communication, cognitive/academic, and social abilities; (2) to encourage parents to enroll in the English as second language (E.S.L.) program offered at each site; (3) to enhance parents' participation in their children's education by providing them with information on an intensive training in special education services, due process, and the individual education plan (I.E.P.); and (4) to provide intensive staff development sessions to teachers and clinicians involved in teaching families how to assist their children at home.

PROJECT OBJECTIVES

Student Objectives

- Children of adult participants will show a significant gain on the Language Assessment Battery (LAB).
- Children of adult participants will demonstrate mastery of 75 percent of their individualized education plan (I.E.P.) short-term objectives for English skills.
- Children of adult participants will demonstrate mastery of 75 percent of their I.E.P. short-term objectives for social studies, science, and mathematics.

Parental Involvement Objectives

- Seventy percent of the parents participating in Project Familia will demonstrate improved English listening and speaking fluency.
- Seventy percent of the parents participating in Project Familia will develop proficiency in the reading of English.
- All participating parents will demonstrate an improvement in the quality of their writing of English.
- Each year, all parents participating in the project will receive materials and other information regarding special education services, due process, the I.E.P., and techniques to assist their children at home.

- All parents who have participated in the project will receive intensive training on techniques to assist their children at home.

- All parents will demonstrate their role in the educational process by attending a minimum of three school activities such as assemblies, field trips, and open school night.

- All parents who have participated in the project will demonstrate their role in the educational process by attending the annual I.E.P. meeting.

- Seventy-five percent of participating parents will meet with their children's teachers at least six times during the academic year.

- Seventy-five percent of participating parents will take part in school governance by taking part in a minimum of three Parent-Teacher Association meetings.

- Seventy percent of participating parents will indicate that they have assisted their children with their homework.

Staff Development Objective

- Project Familia will provide staff development sessions three times a year to those teachers and clinicians who will be instructing parents on how to provide assistance to their children at home.

PROJECT IMPLEMENTATION

Pre-Service Phase

In order to meet the needs of students and families to be served by the project, pre-service activities were carried out during the first semester to familiarize staff with the project's philosophy and methodology. Particular emphasis was placed upon preparing staff to observe and assess changes in parents' involvement in their child's education.

The pre-service phase also covered the collection and preparation of materials for parent training, language enrichment, and E.S.L.; the preparation of a training

calendar for the 1992-93 school year; networking with community resources and parent services provided by the district; and the preparation of needs assessment surveys to identify the English-language skills and needs of adult participants.

In-Service Phase

Beginning in the spring of 1993, Project Familia provided instructional and support services to 41 bilingual special education students and their families. The project's main goals were to promote the acquisition of English language skills and foster the cognitive, academic, and social skills of the participating special education student, as well as to promote families' English language skills and encourage involvement in their child's education.

At P.S. 112, content area subjects were taught in English with an E.S.L. technique. At P.S. 91 and P.S. 156, these classes were taught in the students' native language and in English supplemented by an N.L.A. approach in equal amounts of time.

Materials, Methods, and Techniques

Project Familia teachers used a dual-language approach for the after-school language enrichment component. Content area instruction was conducted in English with an E.S.L. methodology 50 percent of the time and in Spanish the rest of the time.

Teachers called on a wide array of strategies and techniques, including cooperative learning, the communicative approach, total physical response, language experience, and hands-on activities such as cooking, group art projects, and field trips.

Project Familia devised an educational plan for each student based on his or her academic, cognitive, and social deficits.

During the year under review, Project Familia developed and disseminated a pamphlet in Spanish and English describing the philosophy, goals, and design of the program.

For a list of instructional materials used in the project, please see Appendix A.

Staff Qualifications

Title VII staff. The project's Title VII staff included the project director, a project coordinator, and a technical support aide. For a description of degrees held, certification, and language proficiencies*, see Table 2.

TABLE 2

Project Staff Qualifications

Title	Degree(s)	Certificates/ Licenses	Language Competence
Director	P.D., Ed.D	NYS Admin. & Sup. NYC Staff Dev. & Admin. of Special Ed.	Spanish (TP) English (TP)
Coordinator	M.A.	NYS Teacher's Lic. NYC Biling. Lic.	Spanish (TP) English (TP)
Tech. Aide	H.S.	Commercial Diploma	English (TP)

*Teaching proficiency (TP) is defined as the ability to use LEP students' native language in teaching language arts or other academic subjects. Communicative proficiency (CP) is defined as a non-native speaker's basic ability to communicate and interact with students in their native language.

The project director had more than 10 years' experience in the field of teaching LEP students. Her responsibilities included the supervision and coordination of the project's activities, staff selection and training, the coordination of the project's evaluation, and the preparation of budgets.

The project coordinator was responsible for the preparation, implementation, and coordination of all pre- and in-service activities and the language enrichment program. The project coordinator had six years of experience as a bilingual/E.S.L. teacher trainer and five years of experience as a bilingual coordinator.

The technical support aide was responsible for fulfilling the administrative duties connected with the functioning of the project and had 30 years of experience.

Other staff. Tax-levy funds paid the salaries of seven classroom teachers. One teacher held bilingual common branches certification, and the others held bilingual special education certification. All were teaching proficient in Spanish, and six were native speakers. The teachers had from one to many years of experience in teaching LEP students. All teachers had master's degrees, and all had training in bilingual and multicultural education. All teachers held New York State certification in the areas in which they taught.

Staff development. The teachers and parents of project students participated in a series of weekly and/or monthly workshops which focused on language enrichment activities for special education students and strategies for teaching parents how to assist children enrolled in special education classes. In addition, project staff participated in the Bueno Center for Multicultural Education, which conducted

seminars and training sessions focusing on culturally and linguistically diverse exceptional students.

Instructional Time Spent on Particular Tasks

See Appendix B for examples of class schedules.

Length of Time Participants Received Instruction

Students had a mean of 0.3 years (s.d.=0.8) of education in a non-English speaking school system and 1.2 years (s.d=1.2) of education in the United States. The median period of participation in Project Familia was three months.

Activities to Improve Pre-referral Evaluation Procedures

All students who entered the project had already been placed in special education programs as a result of a School-Based Support Team (S.B.S.T.) assessment and placement process, including psychological, educational and other relevant forms of evaluation. Each school's S.B.S.T. included a social worker who was fluent in Spanish and familiar with Spanish-language assessment instruments.

PARENT AND COMMUNITY INVOLVEMENT ACTIVITIES

The project sponsored a wide variety of parental and community involvement activities that included weekly and monthly workshops, E.S.L. classes, weekly joint activities for parents and their children, and educational field trips.

Project staff used a variety of techniques in the parents' training and E.S.L. components. E.S.L. techniques focused on cooperative learning and communicative and content-based strategies. Workshops utilized Spanish and English-language materials developed by the staff of Project Familia, as well as commercially prepared E.S.L. materials.

II. EVALUATION METHODOLOGY

EVALUATION DESIGN

Comparison of Project Group's Educational Progress with Appropriate Non-Project Comparison Group

OREA used a gap reduction design to evaluate the effect of bilingual language instruction on project students' performance on the standardized tests. Because of the difficulty in finding a valid comparison group, OREA used instead the groups on which the tests were normed. Test scores are reported in Normal Curve Equivalents (N.C.E.s), which are normalized standard scores with a mean of 50 and a standard deviation of 21.1. It is assumed that the norm group has a zero gain in N.C.E.s in the absence of supplementary instruction and that participating students' gains are attributable to project services.

Applicability of Conclusions to All Persons Served by Project

Data were collected from all participating students. (There were no pretest data on students who entered the program late; posttest data for them will serve as pretest data for the following year.) Instruments used to measure educational progress were appropriate for the students involved. The LAB is used throughout New York City to assess the growth of English skills by students similar to those served by Project Familia.

INSTRUMENTS OF MEASUREMENT

These were no posttest scores on the Adult Basic Learning Examination (ABLE), which was meant to assess achievement in parents' E.S.L. oral, reading, and writing objectives over the period of a year, since the period of service was for only three months.

To assess the content area objectives, OREA compared the number of I.E.P. objectives proposed with the number mastered for each student.

To assess parent training, parent information, and parent training objectives, OREA used information provided by the project director.

To assess parental involvement objectives, OREA developed and distributed a roster on which teachers recorded parents' attendance at the annual I.E.P. meeting, the number of times parents met with their children's teachers, the number of times parents participated in school parent-teacher association meetings, and the number of school activities such as assemblies, field trips, and open school day/evenings at which parents were in attendance.

To assess the objective pertaining to parental involvement in their children's homework, OREA developed a questionnaire which project personnel were to administer to all participating parents. (See Appendix C.)

To assess the staff development objective, OREA used information provided by the project director.

DATA COLLECTION AND ANALYSIS

Data Collection

To gather qualitative data, an OREA evaluation consultant conducted on-site and telephone interviews of the project director several times during the school year and also observed two classes on each of two visits. The project evaluator collected the data and prepared the final evaluation report in accordance with the New York State E.S.E.A. Title VII Bilingual Education Final Evaluation Report Format, which was adapted from a checklist developed by the staff of the Evaluation Assistance Center (EAC) East in consultation with the Office of Bilingual Education and Minority Language Affairs (OBEMLA).

Data Analysis

Accurate scoring and transcription of results. Scoring, score conversions, and data processing were carried out for the entire New York City public school system by the Board of Education of the City of New York Scan Center. Scoring tests and score conversions were accomplished electronically. Data analysis was undertaken with data provided by the Scan Center by analysts in the Bilingual, Multicultural, and Early Childhood Evaluation Unit of OREA. Data collectors, processors, and analysts were unbiased, with no vested interest in the success of the project.

PARTICIPANTS' EDUCATIONAL PROGRESS

Project Familia carried out all instructional activities specified in its original design. Throughout the spring of 1993, students were able to develop their English language and social, academic, and cognitive skills. Parents of students served by the program had an opportunity to develop their own English language skills and to increase their knowledge of the educational system and of the needs of bilingual special education students. Families also learned techniques to assist their children at home.

Bilingual Special Education Participants' Progress in English and Native Language

An OREA evaluator observed an after-school language enrichment class at P.S. 112 in Manhattan. The class began with one half-hour of creative play, during which students played individually or in small groups with dolls and other toys, coloring materials, and games. The teacher then conducted calisthenic exercises for approximately ten minutes. Next, the game "Simon Says" was played for the purpose of reviewing parts of the body and body motions (such as wriggling, standing on one leg, hopping, etcetera) and helping students to respond appropriately to verbal commands. This activity was conducted in both English and Spanish: students were asked questions in English, and when they responded in Spanish, the teacher translated it into English and the translation was repeated by all students.

This activity was followed by Spanish-language storytelling time, using the *Poetry Power E.S.L. Graphic Learning Series*. The aim of this portion of the lesson was to

help students master the logical sequence in a narrative. The paraprofessional read each sentence in the story, and students were asked to point to the pictures in the book that illustrated relevant parts. Students with sufficient reading skills were encouraged to read along with the paraprofessional. The students were then given a picture card depicting an event in the story and were asked to reconstruct the story from beginning to end with the aid of the cards. Each student was asked to explain what event his or her picture depicted, and students worked cooperatively to identify which picture came next in retelling the story.

The last part of the lesson consisted of a prelude to the following class, which was scheduled as a cooking activity. Students were shown turnips and other vegetables and engaged in a group discussion--conducted by the teacher in English--about the ingredients necessary to prepare turnip soup. The paraprofessional supplied Spanish vocabulary words where necessary.

The evaluation objective for E.S.L. was:

- Children of adult participants will show a significant gain on the Language Assessment Battery (LAB).

There were complete pre- and posttest scores on the LAB for 23 students from kindergarten through grade 4. (See Table 3.) Students showed a mean gain of 2.4 N.C.E.s, which was not statistically significant ($p > .05$).

The project did not meet its E.S.L. objective for LAB gains.

TABLE 3

Pretest/Posttest N.C.E. Differences on the
Language Assessment Battery by Grade

Site	Total number of project students	Number of students for whom data were available	Pretest		Posttest		Difference		*t* value
			Mean	S.D.	Mean	S.D.	Mean	S.D.	
P.S. 91	10	8	7.9	7.0	1.8	2.1	-6.1	6.7	-2.59
P.S. 102	1	1	1	N/A	1	N/A	N/A	N/A	N/A
P.S. 112	15	6	23.5	14.4	36.7	19.1	13.2	19.8	1.63
P.S. 156	10	7	11.6	11.7	16.4	16.5	4.9	14.7	0.87
P.S. 206	5	1	15	N/A	7	N/A	N/A	N/A	N/A
Total	41	23	13.1	12.1	15.5	19.1	2.4	15.1	0.77

*$p<.05$

- Although students showed a gain on the LAB, it was not a significant one.

The evaluation objective for English language enrichment was:

- Children of adult participants will demonstrate mastery of seventy-five percent of their I.E.P. short-term objectives for English skills.

Seventy percent of project students mastered at least 75 percent of their I.E.P. short-term objectives for English skills.

The project met its English language enrichment objective.

Participants' Academic Achievement

The evaluation objective for content area subjects was:

- Seventy-five percent of participating students will demonstrate mastery of 75 percent of their I.E.P. short-term objectives for social studies, science, and mathematics.

The majority (86.7 percent) of program participants demonstrated mastery of at least 75 percent of their I.E.P. short-term objectives for social studies. Eighty percent of program participants demonstrated mastery of at least 75 percent of their I.E.P. short-term objectives for mathematics, and 76.7 percent of program participants demonstrated mastery of at least 75 percent of their I.E.P. short-term objectives for science.

Project Familia met its content area objective.

OVERALL EDUCATIONAL PROGRESS ACHIEVED THROUGH PROJECT

Mainstreaming

This was a special education project which did not mainstream participants. However, two students (4.9 percent) were decertified into general education.

Grade Retention

Two Project Familia students (4.9 percent) will be retained in grade this year.

Project Familia did not propose any objectives for grade retention.

Attendance

The overall project attendance rate for the year under review was 94.1 percent, based on available data for 34 students. The mainstream attendance rate was not available for comparison.

Project Familia did not propose any objectives for attendance.

Placement in Gifted and Talented Programs

No students were referred to gifted and talented programs.

STAFF DEVELOPMENT OUTCOMES

The project proposed the following staff development objective:

- Project Familia will provide staff development sessions three times a year to those teachers and clinicians who will be instructing parents on how to provide assistance to their children at home.

Throughout the 1992-93 school year, Project Familia conducted staff development workshops at each of its sites. Workshops focused on such topics as the assessment and instruction of linguistic and culturally diverse exceptional students and the acculturation of immigrant families. Project staff also participated in the Bilingual Special Education Academy, which offered seminars/workshops on acculturation, the individualization of programs of instruction, and educational leadership.

Project staff also helped to organize--and participated in--staff development

training sessions conducted by Division of Special Education's Office of Program Enrichment, Achievement & Knowledge (PEAK) and the Bueno Center for Multicultural Education. A three-day conference held in January at New York University gave project staff the opportunity to increase their knowledge of multicultural assessment, cognitive learning styles and strategies, and ways of adapting instruction for diverse learners. The project director and project coordinator attended annual conferences organized by the National Association for Bilingual Education (NABE) and by the New York State Association for Bilingual Education (SABE).

The project met its staff development objective.

PARENTAL INVOLVEMENT OUTCOMES

The project offered a wide variety of activities for parents of participating students. Weekly E.S.L. classes were held in which communicative, cooperative, and content-based approaches were used to help parents acquire and develop basic skills in English communication. Attention was focused on helping parents acquire skills needed to perform such tasks as seeking employment, procuring health care, shopping for food, and initiating the naturalization process.

An OREA evaluator observed a parents' E.S.L. class at P.S. 112. The teacher began the lesson by reading a brief passage on health care from the text, *Real-Life English*. Parents used their individual workbooks as the teacher read each sentence slowly and clearly in English. Individual parents were asked to describe in English the pictures that illustrated the text. Again in English, parents were asked to respond

to questions related to accessing health care. This activity took approximately ten minutes and was followed by a review of vocabulary. The teacher then read a short paragraph which described the working of a health clinic. Parents were asked to repeat each word or phrase as the teacher read the passage several times. Parents then gave verbal answers to a "fill-in-the-blank" exercise written on the blackboard. For the remainder of the lesson, parents worked in pairs to complete the conversation drills contained in their workbooks.

The objective for parents' English listening and speaking skills was:

- Seventy percent of the parents participating in Project Familia will demonstrate improved English listening and speaking fluency.

At the start of the project in January 1993, all parents took a placement test to determine their oral English-language skills. All parents tested at Level One on the ABLE placement test. However, since Project Familia did not commence in-service operations until January, it was not possible to follow the published norming dates which indicated that the ABLE should be administered at 12-month intervals. Project staff plan to administer pre- and posttests on the ABLE starting with the 1993-94 project year.

OREA could not evaluate the parents' listening and speaking objective.

The project proposed the following parental reading objective:

- Seventy percent of the parents participating in Project Familia will develop proficiency in the reading of English.

Time constraints prevented the administration of the pre- and posttests in reading comprehension on the ABLE.

OREA was unable to evaluate the parents' E.S.L. reading objective.

The project proposed the following E.S.L. writing objective:

- All participating parents will demonstrate an improvement in the quality of their writing of English.

Because the project did not serve participants for the entire year, pre-/posttest scores were not available for OREA to determine whether the project had met its objective.

Project Familia proposed the following parent information and training objectives:

- Each year, all parents participating in the project will receive materials and other information regarding special education services, due process, the I.E.P., and techniques to assist their children at home.
- All parents who have participated in the project will receive intensive training on techniques to assist their children at home.

The parent-training component took place for two hours on a bi-weekly basis at each school site. Workshop subjects included helping schools to help their child; communicating effectively with their child; reading aloud to their child; and planning and sharing activities with children. The project offered parents commercially-prepared materials and project-developed Spanish-language materials concerning special education, as well as a manual of special education resources, offices, and publications. In addition, joint activities for parents and children were held on a weekly basis. Children and parents engaged in cooking, oral history, storytelling, and art activities. Attendance sheets for 16 meetings and events indicated an average attendance of 14 parents.

The project met both objectives for parental information and training.

Project Familia proposed the following five parental involvement objectives:

- All parents will demonstrate their role in the educational process by attending a minimum of three school activities such as assemblies, field trips, and open school night.

Participating students' parents were encouraged to take an active role in the school and project initiatives. In March 1993, 50 parents participated in the SABE Parents' Institute, which was held in Kiamesha Lake, New York. Eighteen parents accompanied project students on a trip to the Big Apple Circus, and parents and children also participated in a multicultural festival featuring ethnic foods and dance.

The project met its objective for attending a minimum of three school activities.

- All parents who have participated in the project will demonstrate their role in the educational process by attending the annual I.E.P. meeting.

An OREA-developed attendance roster indicated that all participating parents attended the annual I.E.P. meeting.

The project met its objective for parental attendance at the annual I.E.P. meeting.

- Seventy-five percent of participating parents will meet with their children's teachers at least six times during the academic year.

Thirty-seven parents (75 percent) met with their children's teachers at least six times during the academic year.

Project Familia met its objective for parent-teacher interaction.

- Seventy-five percent of participating parents will take part in school governance by taking part in a minimum of three Parent-Teacher Association meetings.

Thirty-eight parents (77 percent) attended at least three Parent-Teacher Association meetings.

Project Familia met its objective for parental involvement in school governance.

- Seventy percent of participating parents will indicate that they have assisted their children with their homework.

In order to assess parents' participation in their children's homework, OREA developed a questionnaire which project staff distributed to parents at the end of the school year. OREA received a total of 46 completed questionnaires. These indicated that 100 percent of respondent parents had been actively involved in helping their children with their homework.

The project met its objective for parental involvement in their children's homework.

CASE HISTORY

P. emigrated from the Dominican Republic to the U.S.A. in 1992. He experienced significant difficulties in adjusting to school and was especially frustrated by his lack of English. This resulted in his becoming a behavior problem; but as he participated in the project, his skills improved and so did his behavior. He found it helpful that his mother was interested in learning English in the adult program.

IV. SUMMARY AND CONCLUSIONS

ACHIEVEMENT OF OBJECTIVES

The project met its objectives for the content areas, staff development, English language enrichment, parent information, parent training, parental involvement in school activities, parental attendance at the I.E.P. meeting, and parental involvement in school governance. The project did not meet its objectives for attaining gains on the LAB. OREA could not evaluate the objectives of parental reading, writing, and oral E.S.L. because pre/post scores could not be obtained in the short time the parents were served.

Participating students in Project Familia showed academic progress by the end of the 1992-93 school year. The LEP population improved in English language enrichment, social studies, science, and mathematics as shown by their mastery of 75 percent of their I.E.P. short term objectives.

MOST AND LEAST EFFECTIVE COMPONENTS

Highly effective components of Project Familia were the staff development and parental activities. Reports of observers and those involved in the program attest to the strength shown in these areas.

CONCLUSIONS

Project services did benefit the students academically, as demonstrated by their I.E.P.s. Project staff improved their ability to instruct parents on how to assist their children at home. Parents benefited from the broad array of activities offered them.

APPENDIX A

Program Materials

Grade	Title	Publisher (All dated 1993)
E.S.L.		
K-2	Nursery Rhymes Kit	Creative Edge
K-2	Dinosaur Kit	Creative Edge
K-1	Early Childhood Program	Creative Edge
K-2	Endless Puzzles	Basic Learning Materials
N.L.A.		
K-3	Discovering Science and Math (Spanish)	Penguin
K-3	Open House Spanish	Sundance
K-3	Blank Books	Sundance
K-3	Theme Books (Spanish)	Sundance
Mathematics		
K-3	Tubs O' Numbers	Indig
K-3	School Money Kit	Indig
K-3	Computation Kit; Clocks	Education Teaching Aids
K-3	Supermarket Math Kit	Magnetic Way
Science		
K-3	Discovering Science	Penguin U.S.A.
K-3	Age of Dinosaurs	Magnetic Way
Social Studies		
K-2	Classic Tales	Graphic Learning
K-3	Community	Graphic Learning
K-3	Home	Graphic Learning
Parents' E.S.L.		
Adult	Reading for Today Workbook/Test (Level I-V)	Steck-Vaughn
Adult	Real-Life English (Level I-IV)	Steck-Vaughn

APPENDIX B

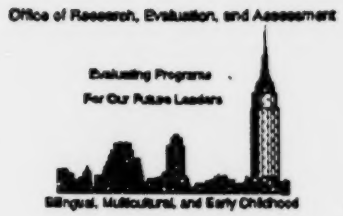
Schedule of Language Instruction

Day	Time	Subject
Tuesday	3:15 - 5:15	Language Enrichment for Student and Parents
Wednesday	3:15 - 5:15	Language Enrichment for Students E.S.L. for Parents
Thursday	3:15 - 5:15	Language Enrichment for Students E.S.L. for Parents

APPENDIX C

LIKERT SCALES

BILINGUAL, MULTICULTURAL, AND EARLY CHILDHOOD EVALUATION
OFFICE OF RESEARCH, EVALUATION, AND ASSESSMENT
NEW YORK CITY PUBLIC SCHOOLS
110 LIVINGSTON STREET, ROOM 732
BROOKLYN, NY 11201
(718) 935-3790 FAX (718) 935-5490


Office of Research, Evaluation, and Assessment
Evaluating Programs
For Our Future Leaders
Bilingual, Multicultural, and Early Childhood

PARENT QUESTIONNAIRE

Program: FAMILIA

5 4
1 2

Directions: Please write "Y" for Yes and "N" for No in the boxes at the right.

Since you have participated in Project FAMILIA:

1. Do you feel that you have a better understanding of how to help your child with his/her homework? ☐ 3

2. Have you helped your child more with his/her homework? ☐ 4

CUESTIONARIO PARA PADRES

Programa: **FAMILIA**

Instrucciones: Por favor escriba en el recuadro a la derecha "S" por Sí y "N" por No.

Desde que Ud. está participando en el Proyecto FAMILIA:

1. ¿Piensa usted que entiende mejor como ayudar a su hijo(a) con sus tareas? ☐ 3

2. ¿Ha ayudado más a su hijo(a) con sus tareas? ☐ 4

THANK YOU/MUCHAS GRACIAS